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ABSTRACT

A 2-year associate degree teacher preparation program is described. It is intended that it will meet current and future preservice vocational-technical teacher education demands resulting from expanded Federal and State legislation to increase vocational-technical education offerings in grades 9-12 in the State of Tennessee. The program is designed to permit both the preservice and inservice vocational-technical teachers to pursue their educational development at 2-year post secondary institutions that are within commuting distance of their residential communities. Each student would be individually evaluated for prior work, teaching, and educational experience and be given credit for these experiences. The curriculum consists of three major components totaling 112 to 128 quarter credit hours to fulfill the regional college accreditation association requirements. The components are: (1) vocational-technical specialty (48 quarter hours), (2) professional education courses (20-28 quarter hours), (3) related courses (44-52 hours). The 2-year associate degree program was implemented the spring of 1973 at the State Technical Institute at Memphis. (A short bibliography is included). (Author)

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A NEW CONCEPT IN VOCATIONAL-TECHNICAL EDUCATION

THE ASSOCIATE DEGREE

by

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During the past ten years we have experienced a new thrust in industrial and technical education to meet the complex economical and societal problems facing our nation. Federal legislative acts have increased vocational-technical education funding to include monies for: construction of area vocational-technical school facilities; the expansion of instructional services to meet the needs of special groups; personnel development; and research and development of new methods and techniques for the delivery of services.

The expansion of vocational-technical education services in turn has placed an increased demand for additional qualified vocational industrial and technical teachers. In 1970 it was reported (Briggs, 1970) that there was an estimated deficit of more than 5,000 vocational educators in the United States. Shortages of vocational educators have surpassed the 1970 estimate with the implementation of the career education concept that envisions offering students at the elementary and secondary school level more career awareness, exploration, and preparation in the trade and technical education areas. More quality teacher preparation programs are needed to meet current and future pre-service and in-service vocational-technical teacher education demands.

In the past many state boards for vocational education have divided their states into service regions and contracted with colleges and

universities to provide pre-service and in-service vocational trade and technical teacher preparation programs. This method has not been totally effective in the total educational growth and development of all in-service teachers. Many vocational trade and technical teachers terminate their personal professional development after completion of minimum state certification requirements because where they live and work is not within commuting distance to the colleges and universities offering the in-service programs. This prohibits the in-service teacher from taking related courses in mathematics, English, physical sciences, and social sciences areas that would enrich their personal growth, professional development, and lead to the completion of a degree in Vocational-Technical Education.

An alternative that would permit both the pre-service and in-service vocational-technical teachers to pursue their educational development is the two-year associate degree program in vocational-technical education offered at two-year post-secondary institutions that is within commuting distance of the students. These two-year programs would work cooperatively with state boards for vocational education and other colleges and universities training vocational-technical teacher educators to ensure quality programs that would meet the needs of the schools served, avoid duplication of services, and assure articulation between degree programs at all levels throughout the state.

In a recent survey of 41 states (Schnardthorst, 1973) the following requirements for certification as a vocational trade and industrial teacher were found:

a. 8% of the states required a teacher to be a U. S. citizen

b. 24% of the states required an examination to verify competency in trade and technical area

c. Only 12% of the states required licenses to work as a teacher in an occupational area that required a license to work in same occupation in industry

d. 44% of the states required only 2 or 3 years experience in a trade or technical area, 12% required 4 to 5 years experience, and 14% required 6 or more years experience

e. Only 50% of the states required teacher education courses before teaching

f. 10% of the states required a baccalaaurate degree, while others required only work experience

The varied educational and skill background required of pre-service and in-service vocational-technical teachers to attain state vocational education certification in the trade and technical area draws attention to the need for a coordinated effort to review requirements to achieve a commonality of trade and technical teacher certification among the states. This would insure students enrolled in vocational-technical teacher preparation programs that there would be an avenue by which they could pursue advanced educational development upon completion of the associate degree program. The two year associate degree program could

also be a vehicle for implementation of the needed changes in teacher preparation programs. Under such a program each student could be individually evaluated for prior work, teaching, and educational experience, and be given credit for these experiences.

PROTOTYPE ASSOCIATE DEGREE PROGRAM

The vocational-technical curriculum at the associate degree level would have three major components totaling 112-128 quarter credit hours to fulfill the regional college accreditation association requirements. They are:

		Quarter Hours
I.	Vocational-Technical Specialty	48
II.	Professional Vocational-Technical Education	20-28
III.	Related Courses	44-52
	Total	112-128

I. The Vocational-Technical Specialty (48 hours)

The student is permitted to earn credit in his area of specialization in this component. It is designed so that students may receive credit through any combination of the following four means as long as a minimum of 24 hours credit is achieved in one specific vocational-technical specialty.

1. Any United States Armed Forces Institute course or test, military service school, college level entrance preparation test, or college level transfer credit related to a vocational-technical specialty whether or not offered at degree granting institution.

2. Formal courses, courses by independent study, and credit by examination from any departments offering a technical major in the degree granting institution with at least 24 hours of credit in one department.

3. A maximum of 24 hours credit may be earned for teaching experience. One quarter credit for each 36 shop/laboratory hours or 12 lecture hours of verified (documented in writing from employer) teaching experience in each non-duplicated vocational-technical course.

4. A maximum of 24 hours credit may be earned for work experience. Twelve credit hours will be given for each year of verified work experience (documented in writing from employer) beyond the three years required for admission, at the technician or journeyman level in a vocational-technical specialty.

The variety of non-traditional options provided the student to fulfill the technical specialty requirements encourages individuals with work experience, teaching experience, military experience, and prior training in a specialized area to pursue the vocational-technical associate degree program.

II. Professional Education Courses (20-28 hours)

The course work in the educational component has been designed to fulfill requirements for the associate degree, the area vocational-technical schools professional improvement plan, and the state vocational technical teacher certification certificate.

Five courses are necessary to fulfill the course work requirements for the associate degree and the area vocational-technical school professional improvement plan. They are:

	Quarter Hours
1. Principles of Vocational-Technical Education	4
2. Curriculum Development in Vocational-Technical Education	4
3. Instructional Development in Vocational-Technical Education	4
4. Vocational Guidance	4
5. Directed Vocational-Technical Education Teaching Experience	4

The following two courses, although not required for the associate degree, are necessary for secondary school vocational-technical teachers to fulfill the state's vocational-technical teacher certification requirements of 27 quarter hours.

6. Principles of Adult Education	4
7. Seminar in Vocational-Technical Education	4
Total	28

III. Related Courses (44-52 Quarter Hours)

English (12 hours)

	Credit Hours
Composition	4
Speech	4
Technical Writing	4
or	
Business Writing	4

Accounting/Biology/Chemistry/Physics (8-12 hours)

Principles of Accounting I	4
Principles of Accounting II	4
Principles of Accounting III	4
or	
Sanitary Micro-Biology I	4
Sanitary Micro-Biology II	4
or	
General Chemistry I	4
General Chemistry II	4
or	
Physics of Mechanics	3
Physics of Heat, Light, & Nuclear Energy	3
Physics of Electricity and Magnetism	3

Mathematics (12-16 hours)

	Credit Hours
Algebra & Trigonometry I	4
Algebra & Trigonometry II	4
Calculus I	4
Calculus II	4
or	
Algebra I	4
Algebra II	4
Statistics	4

Social Science (12 hours of electives)

Human Relations	4
Consumer Economics	4
American Government	4
American History	4
Principles of Sociology	4
Introduction to Business	4
General Psychology	4
Management	4
Front-Line Supervision	4
Man and His Environment	4

The courses that each student will take in the related course area will be determined in part by his vocational-technical specialty and the method of achieving credit in the specialty area.

Graduates of the Vocational-Technical program will be awarded the Associate of Science, Associate of Engineering, or the Associate of Independent Studies contingent upon the following:

Associate of Science Degree

1. Vocational-Technical specialty is in the science area.
2. Related courses coincide with the science specialization concentration.
3. Less than 48 hours have been transferred into the institute or taken by independent study or credit by examination.

Associate of Engineering Degree

1. Vocational-Technical specialty is in the engineering area.
2. Related courses coincide the engineering specialization concentration.
3. Less than 48 hours have been transferred into the institute or taken by independent study or credit by examination.

Associate of Independent Studies

No limitation on number of course hours transferred into the institute, taken by independent study, or credit by examination.

The number of ways that a student is able to earn an associate degree provides the opportunity for many students with varied backgrounds and experiences to earn the vocational-technical education associate degree.

Implementation

The above model associate degree program was implemented the spring of 1973 at the State Technical Institute at Memphis. The program is supported by the State of Tennessee Department of Education, Division of Vocational-

Technical Education. To date the program has provided the following services:

1. Evaluation of prior work, military, and teaching experiences for college credit.

2. Pre-service and in-service credit bearing professional vocational-technical education courses toward associate degree and certification requirements.

3. Special in-service credit bearing courses to other public institutions that desire to upgrade the professional development of personnel in vocational-technical education.

Summary

It is our hope that by offering an associate degree in vocational-technical education to current and potential teachers of vocational-technical education that we will make a significant impact on vocational education in the state of Tennessee. Having an adequate supply of qualified vocational-technical teachers will assist the public and private educational sectors to meet the demands of today's society for competent skilled craftsmen and technicians. Such an associate degree program is what has been needed for some time to assist vocational-technical teachers in pursuing their academic development and insure that the latest educational techniques and methods are employed in the classroom.

References

Briggs, Lloyd D. "Vocational Education Personnel Development - Some Observations." Unpublished paper presented to the State Directors of Vocational Education at the American Vocational Association Convention on December 5, 1971.

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